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ABSTRACT

The major goal of the inservice program described in this document was to develop, implement, and evaluate a training program designed to maximize the professional growth of inservice personnel, including all participants in each phase of planning. The services of a clinical instructor and a consultant were used. In the planning phase of the program, teachers specified individual needs and objectives, and the program adhered closely to these stated goals. The consultant identified ways in which the clinical instructor could asssist the teacher in mastering and applying new skills. The program was conducted, in part, in the classroom with the clinical instructor actively participating with the teacher providing feedback with regard to the teacher's mastery of new skills and knowledge. Alternative learning activities for teachers with differing interests and abilities were offered in workshops, and opportunities to practice new skills were provided in a protected setting away from the classroom. Emphasis was placed on the individual teacher's professional goals, and financial incentives were offered to participants. (JD)

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TEACHER CORPS PROGRAM

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TEACHER CORPS 1978-1983

HOUSTON INDEPENDENT SCHOOL DISTRICT
UNIVERSITY OF HOUSTON

H. JEROME FREIBERG
DIRECTOR

PRESENTED AT: National Council of States on Inservice Education Conference

November 16, 17, 18, 1978

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FIELD-BASED CLINICAL INSERVICE EDUCATION

Eleventh Cycle Teacher Corps

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The development and implementation of effective inservice programs requires the collaborative efforts of numerous individuals. This chapter is a result of those efforts.

The authors wish to thank Mr. Ollie Harris, Superintendent and Mrs. Isabella Quoyeser, Assistant Superintendent for Area VI Houston Independent School District for their innovative views of teacher education and their support of the University of Houston/Houston Independent School District 11th Cycle Teacher Corps Project. The program also is indebted to Mrs. Iris Ashley, the principal at Roosevelt Elementary School in the Houston Independent School District, for her support and dedication to the project.

The movement from theory to practice is always a difficult task. Three individuals, Ralph Vigna, Summer Inservice Coordinator, Dorothy Greer, Team leader, and Mary Daigle, Program Development Specialist, implemented various components of the Teacher Corps inservice program and the success of the program was the direct result of their efforts.

Field Based Clinical Inservice Education

This chapter describes a developmental approach to the professional growth of teachers and support personnel in one elementary school from February 1977 to February 1978. This case study has implications for all educators who are actively involved with the inservice, staff development, and the continuing education of teachers and other educational support staff.

The definitions of the terms inservice education, staff development, and continuing education developed for this chapter expand on the statements by Harris (1977), Howsam (1976), and others. These definitions provide the framework within which the following discussion should be interpreted.

Staff Development- Defines the training of all educational personnel (certified and non-certified) by the school district who are part of the operation of a school. This includes teachers, aides, tutors, parent volunteers, secretaries, custodial, administrative, bus drivers, etc. Staff development is usually job and site specific. The skills acquired by the staff may not be generalizable to employment in other school districts.

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Inservice Education– Defines the training of certified instructional personnel within a staff development program who are part of the operation of the school. The inservice component is the responsibility of the school district and is usually job and site specific. The skills acquired may be transferred to other job situations depending upon the generic nature of the inservice component.

Formal Continuing Education– The formal continuing education program is usually the responsibility of the individual and includes graduate level courses and certification degree programs. These can increase one's opportunity for job advancement, enhance professional skills, and broaden personal perspectives. Some school districts provide financial support and/or release time to teachers in continuing education programs. The continuing education component is usually delivered by the university and represents the professional strand of a teacher's educational career. The teacher may readily transfer the skills gained in the continuing education programs to other schools or districts.

Informal Continuing Education– Informal continuing education is the responsibility of the individual and may include such activities as reading of books and journals, and traveling attending cultural activities, self-held programs and courses. The informal component helps the professional through the improvement of the self. (Freiberg, 1977)

The need for effective inservice education has been discussed by Edelfelt and Lawrence (1975), MacDonald (1977), Joyce and Showers (1977), Rubin (1976), Freiberg 1974, 1977), and others. Enhancing the instructional effectiveness of teachers will facilitate attainment of

high quality education in the schools.

There is a general public concern about the effectiveness of our schools and the teachers within them. A recent Gallup Poll indicates by a 2-1 majority that Americans believe the quality of education is declining (Gallup, 1978). To some extent, the responsibility for improving the quality of education rests with teacher educators. Preservice teacher educators have the basic task of facilitating the process by which students master broad based competencies (Freiberg, 1977). However, this type of general preservice education represents only one end of a teacher's professional growth continuum. Teacher educators from agencies other than universities, must also develop inservice education programs to help teachers become more effective.

> Professional growth is a continuous process, not only in the mind of the individual professional, but also in the formal provisions made for professional growth. Preservice preparation provides a substantial beginning toward a holistic concept of a professional teacher, and inservice education continues development within the framework of that concept. Teaching competence, then, is developed and honed in a constant and conscious effort to make professional improvement a career-long process. (Edelfelt, 1975)

The new procedures, skills, attitudes, and curricula emphasized in an inservice program must be adopted in the classroom in order to have an impact (MacDonald, 1977). Joyce and Showers (1977) report that there is evidence which indicates that teachers can learn new teaching skills through inservice education, but they also report that there is evidence to suggest that newly acquired abilities do not transfer back to the classroom. Day-to-day habits and routines which have been previously established by the teacher are continued rather than altered to reflect new knowledge and skills.

The apparent lack of inservice programs which resulted in the application of new skills by teachers in their classrooms led to the development of a field-based clinical inservice model which had its origins in the Providence Free School of Teachers founded by Freiberg in 1972. The Free School inservice program:

1. had no grades,
2. clearly let the learner know ahead of time what he would learn,
3. awarded incentive credit,
4. practiced what it preached,
5. encouraged the application of educational theories in the classroom,
6. had voluntary participation,
7. was based on the stated needs of the teacher.

Freiberg (1977) further developed the foundations of the model of field based clinical inservice when he described the kind of program that would result from an effective staff development model:

> ...the staff development program must also be open, flexible, multicultural-bilingual, and creative. It must have effective formative and summative assessment procedures and must utilize needs assessments and data from teachers, students, parents, community and school district staff, university faculty, and state organizations. The model, to bring about effective staff development programs, would utilize a discrepancy-analysis procedure in which the goals and objectives established by the different role groups would be evaluated on a continual basis. The staff development model needs to present the teacher with a learning environment which may be duplicated in the teacher's own classroom.

Based on these foundations, the model was expanded through a review of educational and temporary systems literature relevant to inservice education and through an analysis of practical experience with existing inservice programs. Five criteria for effective inservice education were

identified. The University of Houston/Houston Independent School District Teacher Corps Project professional development program was developed to meet these criteria which include:

1. Effective inservice education utilizes techniques that are consistent with fundamental principles of effective teaching and learning (i.e., needs-based content, field-based instruction, demonstrations, active learning, practice of skills, and feedback) (Lawrence and others, 1975; Joyce and Showers, 1977; Bush, 1971; and Rubin, 1971).

2. Effective inservice education utilizes a systemic model of program development, implementation, and evaluation (Lawrence and others, 1971; Jeffers and McDaniels, 1975; Smith, 1975; Lippitt and Fox, 1971; and Allen, 1971).

3. Effective inservice education utilizes a collaborative decision-making process with a concept of parity among representatives of teachers and others who are involved with the inservice program (Lawrence and others, 1971; Jeffers and McDaniels, 1975; Smith, 1975; Lippitt and Fox, 1971; and Allen, 1971).

4. Effective inservice education takes into account the needs of the student, teacher, and school system, organizational context, and support systems (Lippitt and Fox, 1971; Tyler, 1971; Tikunoff, 1977; Ward, 1977; and Rubin, 1971).

5. Effective inservice education provides extrinsic and intrinsic rewards (Bush, 1971 and Edelfelt, 1977).

Systemic Model

In accordance with the preceding criteria, the professional growth programs designed by the University of Houston/Houston Independent School District 11th Cycle Teacher Corps Project staff (Freiberg, White, Townsend, Daigle, Vigna, and Thornhill) are based on a systemic model of inservice education which integrates theory with practice. The programs are based on the assumption that the use of a systemic approach to professional development increases program effectiveness and improves the possibility of a temporary Teacher Corps system influencing the permanent systems of the university and school district.

The initial effectiveness of a professional development program requires a smooth entry into the teaching culture of the school. This is a sociological issue, yet teacher educators, rarely view inservice programs as sociological problems (Lortie, 1975). The trust level between administrators and teachers is an important variable in the effectiveness of inservice. Teachers must feel free to express their professional needs without being evaluated.

An example of the importance of trust is the story of the superintendent of schools who asked teachers to complete a questionnaire on their inservice needs. After reviewing the returned questionnaires, he suggested to the school board that those who expressed inservice needs be replaced by more competent teachers.

Although this point of trust seems quite basic, it is often ignored by most designers of inservice programs. One way to develop trust is to involve teachers in the planning and implementation of programs (Lawrence, 1975 and Freiberg, 1974). Individualizing the inservice activities requires a total collaborative planning and decision-making model between universities, school districts, and professional organizations. Many believe collaboration is important during the planning phase of a program and at all points throughout the development, implementation, and evaluation phases at which major decisions must be made (Edelfelt and Lawrence, 1975; Jeffers and McDaniels, 1975; Smith, 1975; Allen, 1975). It follows that a program should have continual input from all who implement and are served by the program and it should be modified in accordance with this input. The program should incorporate formative and summative feedback and evaluation because these processes help keep a program flexible

and responsive.

An example of a collaborative effort was a summer workshop held at the Houston Independent School District in Houston, Texas. The teachers at Roosevelt Elementary School described the type of inservice programs Teacher Corps should offer. The following statements were developed by three groups of 15 teachers and administrators. A consensus method was used to generate the statement which were subsequently integrated into the field-based clinical inservice education model.

GROUP ONE– We agree Teacher Corps inservice education should promote cooperation and cohesiveness among building staff. It should provide teachers with methods which are creative, motivating, diversified, and resourceful in order to better reach all students at the levels where they are.

GROUP TWO– We agree the Teacher Corps inservice education should be a planned program designed around the needs identified by the participants including the administrators, teachers, aides, parents, substitutes, university staff, clerks, etc.; flexible enough to allow informal ice-breaking activities prior to actual presentation of planned inservice, based on well defined goals and objectives that are understood by all who are involved in the inservice; stimulating enough to generate improved performance in designated assignments.

GROUP THREE– We agree that Teacher Corps inservice should be adaptable to the needs of those people involved; planned by those who participate; planned so that the participants reap a tangible reward even if the inservice is held during the school day; interesting, stimulating, humanistic, motivational, rewarding (both intrinsically and extrinsically).

Individualizing Concerns and Needs

Our experiences in designing and implementing inservice, staff development, and continuing education programs to reflect the five assumptions outlined on Page 5 support the research by Francis Fuller (1969) and others. The Fuller Concerns Based Model delineates six developmental categories of concerns teachers may experience while interacting with their teaching environment. These include: 1) Concerns

about Role; 2) Concerns about Adequacy; 3) Concerns about being Liked or Liking; 4) Concerns about Teaching; 5) Concerns about Pupil Needs; and 6) Concerns about Educational Improvement. The Fuller Teacher Concerns Model has enormous implications for designers of staff development programs.

In an individualized staff development model, the teacher selects a single mode or a combination of modes based on unique needs and concerns. A teacher concerned with classroom management can gain little from a required inservice session about professional rights and responsibilities so everything possible is done to meet teachers' needs as they perceive them. The varied concern levels of teachers may be viewed from the following perspectives:

1. High Self-Concern Levels. The teacher is concerned with his basic functioning on a daily basis. There is little thought given to the future. Actions which may cause high concern are:
   a) change in schools
   b) new job or role responsibilities
   c) personal changes (e.g., marriage, pregnancy, divorce, death of a spouse or close relative)
   d) change in curriculum, number of class preparations, school rules and regulations
   e) change in evaluative criteria or procedures for job continuance
   f) personal conflicts (e.g., students, staff, principal, parents)
2. Low Self-Concern Levels. The teacher is "other" oriented. Most immediate concerns are satisfied, and the teacher is concerned with greater issues. Teachers in this category may be concerned by:
   a) school management and climate
   b) school-parent relations
   c) professional development
   d) curriculum effectiveness
   e) colleague relationships
   f) collaborative decision-making on educational issues

Since the concern levels of teachers are relative to time and sequence of events, value judgments about good and bad teaching are not made. Each teacher may experience different concern levels in various stages of his career. An effective staff development program incorporates the teacher concerns into the programs through a self-selection process so active involvement in the planning and implementation of staff development programs is required.

Relativity of Needs

A staff development program which focuses exclusively on teacher needs, however, is limited in scope. The needs of parents, students, school, district as well must be incorporated into an effective staff development program. The importance of continual needs assessments is evident, and a developmental program should meet both the identified and unidentified needs of teachers. This statement may seem contradictory, but it reflects an educational theory of relativity. If an individual functions in a universe of five, the needs of the individual will reflect his five-factor universe. If the dimension of the universe is increased to a factor of ten, the individual has needs relative to the new universe. A truly effective program incorporates teacher concerns and stated needs, community and institutional needs which increases the universe of each individual. (Freiberg, 1977, pp. 58-59).

Intrinsic and Extrinsic Rewards

The teacher's day may be analyzed as 75% teaching, 25% paper work and 50% special activities, such as school trips, candy sales, rehearsals for plays, and school bus head counts. Most teachers see their 150% work day

crowded with many demands and few rewards. The thought of additional professional responsibilities at the end of an exhausting day causes most teachers to be less than enthusiastic. Dan Lortie (1975) discusses the extrinsic rewards as "earnings attached to a role and involves money, income, a level of prestige, and power over others." The intrinsic or psychic, "consist entirely of subjective valuations made in the course of work engagement; their subjectivity means that they can vary from person to person." (p.104) In his study, nearly 6,000 teachers were asked about work satisfaction. The report concludes that: "76.5 percent chose psychic (intrinsic) rewards compared with 11.9 percent selecting extrinsic rewards and 11.7 percent ancillary rewards." (p.104)

Evolution of the Clinical Inservice Model

The University of Houston/Houston Independent School District Teacher Corps project began its teacher training activities using a standard approach to the design of the inservice program. A variety of sessions were offered on various afternoons. General topic areas were determined through a needs assessment. There was some enthusiasm, but participation was minimal. Although the inservice activities were attempting to meet immediate needs, the program was not utilizing a systemic model to encourage long-range professional growth.

After feedback from teachers and project personnel, designers of the inservice program (a parent, teachers, project staff, and school district administrators) re-evaluated the original model and designed a three-stage program which included:

Phase I. Staff Development Activities

Teachers, Administrators, and Non-certified personnel

Phase II. Inservice Activities

Teachers only

Phase III. A. Formal Continuing Education Activities

Teachers, Teacher Corps Interns, and Administrators

B. Informal Continuing Education Activities

Staff and Teacher Corps Interns

Phase I

The first stage began in February 1977 and included a series of mini-sessions which reflected extensive teacher and staff needs assessments. The mini-sessions usually lasted one or two hours and were conducted after the school day. The sessions consisted of both one-time activities which changed weekly (e.g., developing bulletin boards), and sequential activities which lasted for 6-8 weeks (e.g., Spanish for the classroom). Teachers and staff had the opportunity to attend either or both mini-sessions through voluntary attendance. These activities were classified as staff development. In the areas where teacher needs and interests were unique, additional inservice activities were developed. The mini-sessions represented an effective entry point for the teachers into the first phase of the development strand (79% of the teachers surveyed had taken at least one mini-course; 100% felt that they had been useful and 90% said they would take other mini-courses if they were offered).

A reward system for the inservice and staff development activities contributed to increased effectiveness of the program. The

teachers were given ten Inservice Units by the Teacher Corps project for each activity completed. The Inservice Units were redeemed through the Teacher Corps project for instructional materials to be used in the classroom. Some teachers pooled their Inservice Units and hired consultants through the project to work in their classrooms for a half day. The Inservice Units combined the elements of intrinsic and extrinsic rewards. Although the number of Inservice Units varied from individual to individual, all teachers had opportunities to earn the Units.

As an incentive for attending additional Teacher Corps meetings, each teacher was given a Golden Opportunity coupon for every meeting attended. These coupons, worth 50 Units each, were placed in a box, and each month four teacher's names were selected. Teachers could use the 50 Units to either attend a professional meeting, workshop, or conference in the state or to obtain instructional materials. The Golden Opportunities made after-school meetings a little more popular.

Phase I, with its reward system, supplied the initial incentive for teachers and staff to attend the sessions with a positive outlook. During the Spring of 1977, plans were developed for the more intensive and in-depth Phase II staff development program for the entire school. The following is a step-by-step description of the Phase II design, development, and implementation of the University of Houston/Houston Independent School District 11th Cycle Teacher Corps Summer Inservice Program.

Phase II

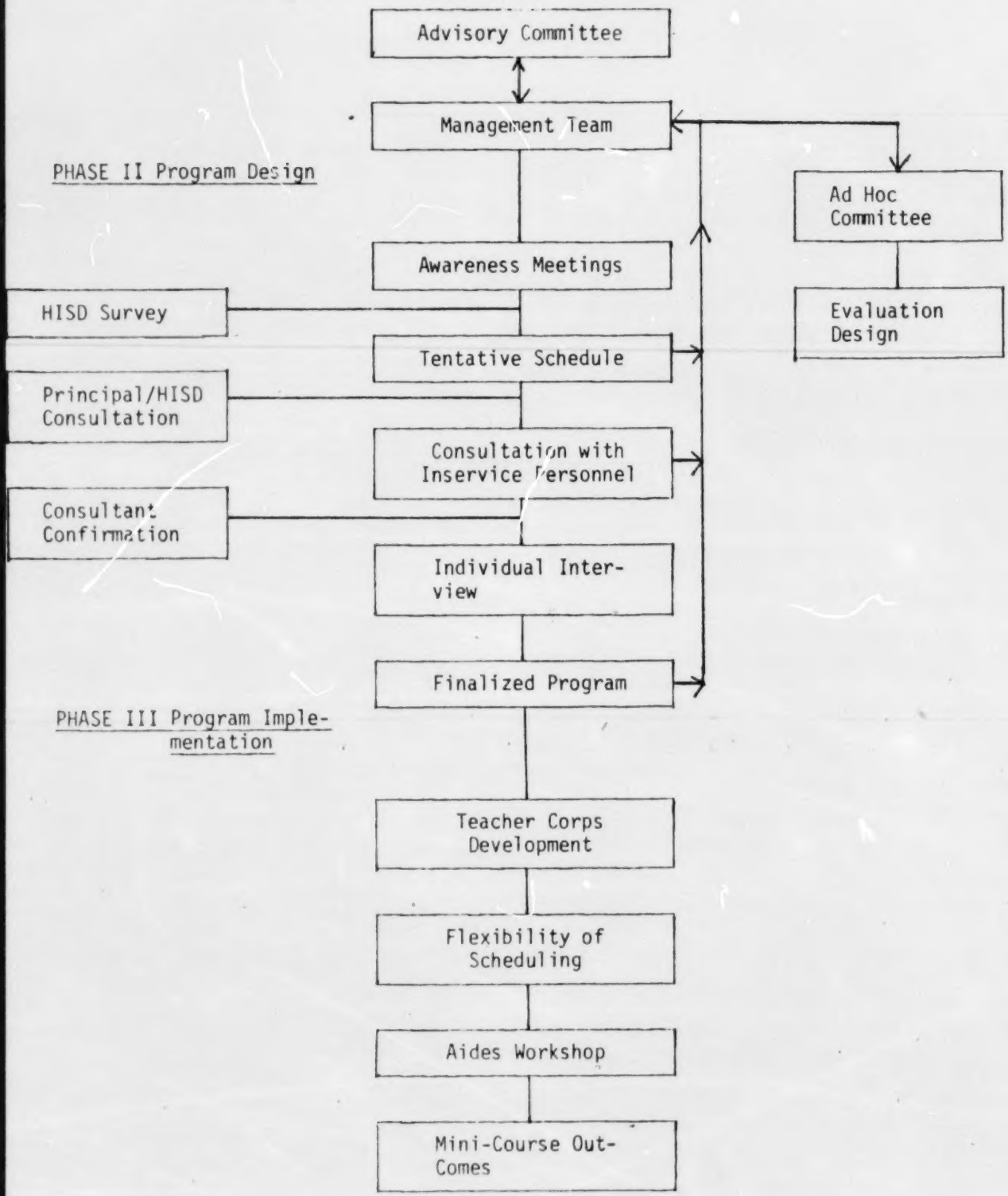
The ensuing report documents processes and strategies utilized in planning the June, July, and August Teacher Corps Summer Inservice Program

at Roosevelt Elementary School (Vigna, Daigle, Freiberg, 1977).* Part One outlines the guidelines formulated for designing the Inservice Program. Part Two includes the processes and procedures involved in developing the curriculum for the Inservice Program. Finally, Part Three discusses program implementation.

A general overview of the entire planning process including formal communication lines is provided in Table 1 on the next page.

Note: The supporting documentation for the program may be acquired by writing for The University of Houston/Houston Independent School District 11th Cycle Teacher Corps Project Summer Inservice Program, 1977. Farish Hall, Room 445, Houston, Texas 77004.

PHASE I Program Guidelines



Part I Program Guidelines

The major goal for the University of Houston/Houston Independent School District Teacher Corps Inservice Program was to develop, implement, and evaluate a training program designed to maximize the professional growth of inservice personnel. An additional goal was to include inservice personnel in the development of the program.

During the initial planning of the June Program, the Advisory Board and Management Team formulated guidelines reflecting the objectives of the Eleventh Cycle Teacher Corps Project. The Inservice Program was to:

> Develop and field test a coordinated preservice/inservice staff development program which incorporates training experiences for a number of educational roles ranging from instructional aide through instructional manager and which provides professional development for community volunteers, undergraduate student teachers, inservice teachers, Teacher Corps Interns, and project staff.

The Management Team's responsibilities included identifying appropriate personnel for the project; assigning project personnel to operational units at the appropriate times; monitoring the management functions of each operational unit; allocating resources equitably among operational units; coordinating preparation of all reports; monitoring the operations of the total project; maintaining personnel records and budget records; and working closely with the Policy Board to interpret and implement policies related to the project.

The Policy Board was responsible for supervising the planning and operation of all aspects of the project. The Board's responsibilities included: interpreting policies and needs of the collaborating agencies; informing project staff of collaborating agencies' policies; and advising on policies and priorities for the operations of the Houston Independent

School District/University of Houston Teacher Corps Project. The Board also advised project staff in regard to the coordination of needs, goals, priorities, and project procedures in the collaborating agencies, the feeder school, and its community.

Other activities of the June program were related to Objectives Three and Five of the Eleventh Cycle University of Houston/Houston Independent School District Teacher Corps proposal. These objectives were:

> Develop and field test multicultural, bilingual student instructional materials which incorporate student talents, interests and abilities and which utilize a positive application of diagnostic/prescriptive instructional processes as means for facilitating student achievement and success.
>
> Establish a Center for the Development of Human Potential to serve as: a) a demonstration site for project products, processes, and training activities; b) training resource center housing instructional materials, equipment and resources and in which mini-courses and workshops are provided; c) curriculum enrichment center where students participate in instructional programs based on interests, talents, and abilities; d) a community education center in which members of the community work to increase their effectiveness within the educational arena and contribute to the educational experiences of students; e) a "model" training community educational center supporting alternative school implementation.

The guidelines established by the Advisory Board and endorsed by the Management Team specified that:

1. The target group for the June Inservice Program would be teachers and aides at Roosevelt School, Teacher Corps Interns, project staff, and interested Area VI supervisory staff.

2. Approximately 75% of the program would be based upon the expressed needs of the inservice personnel. In addition, 25% of the program would be based upon and determined by project and school needs.

3. Inservice personnel would be included during the developmental phase of the program. Program content, anticipated outcomes and learning activities would be identified by the participants.

4. Instructional supplies (e.g., reference books, construction paper, meter sticks, tag board, etc.) would be made available on site for the participants to facilitate the designing of instructional units for pupils.

5. Stipends would be provided to inservice personnel at the rate of $90 per week of attendance;

6. The responsibility of coordinating, planning and assisting in the evaluation of the June program included the Director, Team Leader, Inservice Coordinator, and the Project Evaluator.

An Ad Hoc Committee was established in March 1977 specifically:

1. to plan, design, and implement an evaluation of the Inservice Program,

2. to assist with the planning process as required,

3. to facilitate communication among the planners.

Membership on this committee included representation from the Teacher Corps Project, Houston Independent School District, and University of Houston.

Part II Program Design

Awareness meetings were developed to communicate to the target personnel information about the anticipated summer inservice program. They were scheduled and co-chaired by the Project Director and the Principal. The purpose of these meetings was basically twofold:

1. to invite the teachers and staff to participate in the planning and designing of the summer inservice program;

2. to communicate guidelines established for the program (e.g., stipends, instructional supplies).

During the two meetings (February 17 and March 3), interested participants were requested to indicate calendar days they would be available for inservice sessions and were encouraged to suggest topics that could be scheduled.

The written preliminary survey proved the initial interest of instructional personnel in the Summer Inservice program. (28 of 32 teachers responded positively.)

It is important to note that the participants were informed that a final schedule would be based on the preference of the majority. However, individual teachers could also be accommodated in a plan designed specifically to match their preferences.

Suggested topics for summer sessions were usually global in scope rather than limited to staff needs, interests, or concerns. For example, five participants defined subject areas (e.g., mathematics, reading, social studies, science, language arts). It was acknowledged that a concise specification of topics would be required to assist the coordinator in designing an effective inservice program. Specificity of outcomes was further investigated during the consultation phase (two) of the planning process.

An additional source of data available for planning the summer program was an April 1977 needs assessment questionnaire related to the design of Houston Independent School District Area VI Inserive Programs. This questionnaire was administered to all area teachers. The questionnaires from Roosevelt Elementary were tabulated and the information was made available to the Inservice Program Coordinator to assist in formulating the summer program.

The respondents to the questionnaire indicated a preference for mini-courses offered by Houston Independent School District and/or University of Houston consultants. Among topics listed by the inservice staff were: PLATO computer program, bilingual education, classroom management. (Specific topics of interest and concern were also suggested.)

The data obtained from the preceding processes was used in planning and refining the summer program. A tentative schedule was designed and presented to the Management Team for reaction. Plans were made to consult with interested inservice personnel to encourage them to identify additional topics and objectives.

In consultation with the Principal, the Inservice Program Coordinator identified additional topics which could be included as a possible area of interest for teachers. This information was included in the tentative schedule with the objectives. The Assistant Superintendent for Area VI provided additional information on planned Houston Independent School District Inservice Programs and suggested consultants. Also she approved the attendance of alternative school teachers in the Inservice Program in lieu of attending District Magnet School inservice programs.

On April 14 a meeting, chaired by the coordinator, Ralph Vigna, was scheduled by the Roosevelt principal for staff interested in attending the Summer Inservice Program. During this meeting, copies of the tentative schedule and the anticipated outcomes feedback sh-et were provided to the faculty and staff who were encouraged to suggest any topic that may not have been included. In addition, they were invited to suggest consultants. It was also announced that a day care facility for children of participants would be available during the sessions.

The reactions of the teachers were positive. One fifth grade teacher summarized the general feeling, "It is good to be able to plan our own inservice because we know what we really need."

When requested to identify anticipated outcomes, teachers experienced the following:

1. difficulty in expressing in writing what they really hoped to achieve;

2. identifying only in broad and general outcomes inservice needs.

However, some teachers specifically indicated what they would anticipate from the sessions they planned to attend. The coordinator indicated that the outcomes expressed would be presented in original form to assist the consultants in planning the mini-course sessions.

The schedule was adjusted to reflect feedback from this meeting. For example, the staff request for more individual and team planning time was fulfilled.

Consultants to conduct the mini-sessions were recommended by participants, Director, Principal, and the Area VI Assistant Superintendent. Each consultant was contacted by the Coordinator and was provided with relevant information. Contractual letters of inservice participation including anticipated outcomes, pre-registration, dates, times, and locations were forwarded to the consultants.

During individual interviews conducted on May 25th a finalized draft of the inservice schedule and activities was discussed privately with each of the anticipated participants. These interviews were necessary to:

1. interpret the scheduled activities and clarify anticipated outcomes;
2. accommodate individual scheduling needs;
3. accommodate any individual concerns that may not have been included in the program outline.

The interviews were held by the Summer Inservice Program Coordinator and Team Leader. Personal data was recorded including names, addresses, telephone numbers, zip codes, social security numbers, number of children to use the day care facility. The individual interviews reinforced the idea that the Inservice Program would provide a program beneficial to the staff. For example, three teachers indicated that it was "nice to know that people are really interested in what we want to do". The affective component of the interviews (i.e., showing interest and concern towards the participants) and the ability of the interviewers to accommodate individual differences cannot be over-emphasized. For example, according to the Inservice Coordinator, one teacher was telephoned to indicate that the session

she intended to take could be rescheduled at her convenience. She established a date and the coordinator was able to confirm her request. Later she told another teacher that she was really surprised that someone had called her and was able to accommodate her request. The use of an interview team made it possible to conduct individual interviews with potential inservice participants. This critical personal contact can positively influence participating personnel through the accommodation of their interests and concerns in the design of an effective training program.

A finalized draft of the Inservice Program schedule listing consultants was presented to the Management Team and final details were addressed (e.g., lunch arrangements, key note speakers for the first two days, management team participation during the first two days). Copies of the program were circulated on June 2nd to members of the Advisory Council, Management Team, Ad Hoc Committee, Area VI Administrators, University of Houston personnel, and inservice participants.

Part III Implementation

During the first week of activities, participants included Management Team members, teachers, aides, principal, Area VI administrators and Teacher Corps project staff. The purpose of the activities was to facilitate organizational growth by focusing upon affective personal growth activities. During the two-day development process, participants became better acquainted with each other and felt closer toward each other. They became more sensitive to their colleagues and prepared to use human development activities with pupils. For example, they became equipped with specific skills in small group dynamics, including the complex processes involved in consensus forming

and maintaining a positive attitude to tasks. The participants also designed a set of statements specifically related to inservice and Teacher Corps. Lines of communication appeared to become more open. This might be partially attributable to the training received by four teachers from the Roosevelt staff who had been previously trained by the workshop leader to facilitate small group work during the inservice program.

In addition to the affective outcomes, the participants developed consensus group statements on what Teacher Corps Inservice should be. They also formulated a summary statement which indicates a commitment to inservice education. This statement later provides a basis for the development of a conceptual framework for future Teacher Corps inservice development:

> We Agree Teacher Corps Inservice should be: inclusive of professional and nonprofessional educators in a collaborative effort, the inservice program planning should include input from participants; the goals and objectives should be clearly defined and based on the needs of the participants to help them become more effective in their roles; the inservice should take place in a positive and cooperative environment. Program design should allow for flexibility, adaptability, stimulation, creativity and motivation; the inservice should provide educators with alternative methods to better meet the needs of all children at their level; the inservice should be held during the regular school hours and if not, tangible compensation should be made available.

The participant evaluations for the first week showed that the staff perceived the inservice activities as relevant, positive and meaningful.

Among participant comments after the first week were: "Well planned and organized"; "most helpful to me personally and I know it will help me in the classroom"; "I didn't know that she was so interested in me". "What a way to start the inservice. Hope the mini-courses are all as interesting."

Scheduling to accommodate individual preferences and interests was emphasized during the second week. The following are examples of typical scheduling accommodations: One teacher attended a special half day at the University of Houston Learning Resource Center for a session in photography; teachers requested more planning time in lieu of attending two mini-courses; five teachers were scheduled at various times for PLATO computer program follow up courses in July and August.

During the second and third week, teacher aides were exclusively involved in activities to improve their effectivenss in the classroom. Human developmental activities, diagnosis and prescriptive skills and construction of instructional materials were covered by their training program. However, they expressed the concern that they would like to meet with teachers to share the activities they had experienced. For example, they expressed the feeling that if teachers were more aware of their two week programs, their roles in the classroom could be more effectively understood by the teachers.

To facilitate communication between the two subgroups (i.e., teachers and aides) a sharing session was scheduled on June 16. As a result of that sharing session, some teachers requested that the aides share their instructional support materials. The aides provided complete masters of their instructional support materials for the Teacher Corps Resource

Center which were then accessible to all Roosevelt teachers in the fall. The aides also indicated they would prefer to have more planning time with the teachers. Joint planning sessions were considered for future staff inservice programs.

Evaluation data indicated that teachers who stated specific outcomes usually achieved them. When specified outcomes were too general, one of the following occurred:

1. The consultant would begin the mini-session by requesting the participants to clarify what they hoped to achieve. This approach appeared to be effective in that the participants had the opportunity to re-state their outcomes and advise the consultant specifically what they hoped to achieve.

2. The consultants conducted the mini-sessions assuming that the participant's pre-stated outcomes were valid. In some cases, participants' needs and concerns had changed during the inservice program.

The participants' rating of the mini-sessions indicated that the pre-stated outcomes were met. An evaluation of the mini-sessions and the consultants suggested that the participants perceived the summer inservice as extremely valuable.

Phase II of the staff development program became the foundation for Phase III, the Clinical Instructor Program. The preceding phases may be viewed as developmental both organizationally and instructionally. The joint faculty and staff statement formulated during the summer inservice became the basis for the clinical inservice program which was developed and implemented in Phase III in the fall of 1977.

Phase III The Clinical Inservice Model

The director of the Eleventh Cycle University of Houston/Houston Independent School District Teacher Corps Project designed the clinical

inservice model to meet the needs and constraints of a large urban school district. The consensus statement made by the faculty and staff during the Phase II summer inservice activities indicated the teachers' desire for professional growth activities during regular school hours. This may seem revolutionary for education although similar programs have been commonplace in the business field for decades. This desire for inservice during regular school hours in a field based setting was believed to address a critical issue of inservice education: transference of skills, attitudes, and knowledge from the inservice environment into the classroom. The millions spent on inservice activities, which represent less than 3% of most school budgets, have had negligible impact on classroom instruction or learning. It was assumed that a field-based clinical inservice program would facilitate teachers' transfer of new knowledge, skills, and attitudes to their classrooms.

The clinical inservice model presented teachers the opportunity to:

1. receive inservice training during the regular school day;
2. team teach with other teachers;
3. observe a consultant demonstrate specific teaching skills in the classroom with students;
4. receive feedback on teaching skills the teacher has acquired during the inservice sessions;
5. combine theory and practice to meet the needs of teacher and student.

A key element in the clinical inservice program is the clinical instructor who is an experienced teacher with a recommendation from a previous principal, a master's degree, and some experience with team teaching and/or staff development.

The clinical inservice process consists of three stages (see Figure 2).

Figure 2

Clinical Instructor Cycle

1st Week of Cycle

MONDAY
WEDNESDAY
FRIDAY — Classroom Teacher and Clinical Instructor Team Plan and Teach

2nd Week of Cycle

MONDAY
9:00 to 2:00. . . . . Clinical Instructor assumes instructional responsibilities in the classroom.*

Classroom teachers attend inservice in Teacher Corps building at Roosevelt.

TUESDAY
9:00 to 12:00 . . . . . Consultant works with classroom teacher in her classroom (demonstrations of skills presented at inservice, etc.)

WEDNESDAY
9:00 to 2:00. . . . . Same process as Monday. Inservice session reinforces Monday and Tuesday activities and extend into new areas.

WEDNESDAY
3:00 to 4:00. . . . . Mini-session with Consultant for 1 hour after school. (All teachers from Roosevelt, Janowski, and Burbank dissemination schools are invited to attend.)

THURSDAY
9:00 to 12:00 . . . . . Same process as Tuesday. Inservice Consultant reinforces skills presented Monday-Thursday and extends into new learning areas.

FRIDAY
9:00 to 2:00. . . . . Same process as Monday and Wednesday. Inservice Consultant develops closure with the classroom teacher in skills development.

3rd Week of Cycle

MONDAY
WEDNESDAY
FRIDAY — Classroom Teacher and Clinical Instructor Team Plan and teach to apply newly acquired skills. Clinical Instructor gives feedback to classroom teacher.

*Note: The classroom teacher begins and concludes each day with his/her students.

During the first stage, the classroom teacher team teaches with a clinical instructor who demonstrates specific skills which will be mastered by the teacher as a result of participation in the inservice program during the second stage. This teaming provides an opportunity for the clinical instructor to become oriented to the classroom procedures, policies and management which will assure continuity and stability in instruction and classroom routines. He/she also becomes acquainted with the students.

The inservice sessions are designed to help develop a cognitive understanding of the research and theory which supports the skill the teacher is attempting to master. The session relates the skill to classroom situations and guides planning for actual application. In addition, the sessions provide an opportunity for the teacher to practice the skill in a simulated setting. The consultant is available to demonstrate the new skill in each classroom upon request by the teacher.

During the third stage, the clinical instructor and teacher team teach again. The clinical instructor helps the teacher apply the skills and provides feedback. The purpose of this stage is to enable the teacher to "bridge the gap" between cognitive and practice activities during the inservice sessions and skill application in the classroom.

The program began in November 1977 with the selection of four clinical instructors. The teachers, principal, and project staff were all involved in the selection process.

The clinical instructors were trained through the School-Based Teacher Educator program (Houston, et al, 1977) by completing the introductory modules: Interpersonal Communication, Exploring Clinical Practice, Planning, and Classroom and School Data Collection Procedures.

Based on the information obtained through the SBTE Self-Assessment, training time and materials were next devoted to the improvement of knowledge and skills related to assisting teachers in selection and utilization of various strategies and models of teaching. The University of Houston Professional Teacher Preparations Program materials related to this competency were utilized.

Orientation of the clinical instructors to the project and to the school was accomplished through sessions with the project director and school principal. In addition, the clinical instructors participated in the formulation of a clinical inservice handbook (see note).

Finally, the clinical instructors worked with the individual inservice consultants in order to learn the specific ways in which they might assist the teachers in mastery and application of new knowledge and skills.

Note: The handbook prepared by the Program Development Specialist, Dr. Mary Daigle and a teacher at Roosevelt School, Ms. Georgia Chambers is available through the University of Houston/Houston Independent School District 11th Cycle Teacher Corps Project.

The following guidelines were established to facilitate design of the inservice sessions by the various consultants:

1. The objectives of the inservice sessions should include the outcomes specified by the teachers during the needs assessment.

2. The inservice objectives should be phrased in behavioral terms and should reflect what the teacher must know (cognitive objectives) and do (skill objectives).

3. The inservice consultant should identify ways in which the clinical instructor can assist the teacher in mastering and applying for new skills and should provide appropriate training for the clinical instructors.

4. The inservice sessions should provide alternative means of mastering and applying the objectives.

5. The inservice sessions should provide opportunities to practice new skills in a protected setting away from the classroom setting.

6. The inservice sessions should provide opportunities for the teacher to plan for application of the skill in the classroom setting.

7. The inservice sessions should provide alternative learning activities for teachers with differing interests and abilities.

8. The inservice consultant should provide demonstrations in the teachers' classrooms.

9. The inservice sessions should allow for active participation in the learning process rather than the passive reception of information.

10. The inservice consultant should provide the teacher with feedback with regard to her/his mastery of the new skills and knowledge.

These guidelines reflect the belief that inservice education should be systematic and non-redundant. This type of organization was achieved through individualized inservice education. Teachers of various abilities and with different concerns and interests had their needs met through an individualized program. In the program at Roosevelt, each

teacher was asked to state the topic in which he/she was most interested and the outcomes he/she hoped to achieve as a result of the inservice program. These outcomes became the objectives of the inservice sessions. The inservice consultants arranged learning alternatives which enabled each teacher to achieve the identified outcomes. Prerequisites for each inservice session were developed by the inservice consultants, and the activities within the sessions were individualized to meet the specific needs and abilities of each teacher.

The larger issue of preservice/inservice articulation is indirectly addressed through the collaborative planning and decision-making of preservice and inservice teacher educators associated with the Teacher Corps Project. Incongruencies in goals and perspectives of each group were identified and resolved in the collaborative planning and decision-making process.

One of the major goals of the Teacher Corps Project is the institutionalization of products, practices, and processes which prove effective during the life of the project. Teacher Corps projects throughout the United States represent a temporary system within the permanent university, school district, and community systems.

The key elements to the institutionalization of the Clinical Inservice Model are: 1) acceptance of the model by educational personnel; 2) effectiveness of the model as perceived by educational personnel; 3) dissemination of information about the model and its consequences; 4) availability of funds and resources required by the model; and 5) integration of the model into existing staff development programs. A plan of institutionalization was developed and implemented by the Project's Demonstration/Dissemination Unit.

The Clinical Instructor Model is being evaluated using a variety of evaluative approaches. The teachers and principal will receive pre- and post-questionnaires to identify attitudes and general perceptions on the knowledge and skills gained. The total effectiveness of the program will be measured by the teachers, principal, and staff (including the clinical instructors). An ethnographic study was conducted to obtain data on the transfer of the knowledge and skills gained in the inservice activity to the classroom setting.

A final evaluation report of the inservice program may be obtained by writing to the Teacher Corps project after October 1978.

Lawrence and Edelfelt (1975, p. 16) summarize the issue of inservice education:

> Piecemeal, patchwork, haphazard, and ineffective are the harsh words we have used thus far in pressing our indictment of inservice education. The words suggest, but do not clearly state, the fundamental problem: There has never been a broad scheme of inservice education with a clear concept of its purpose, appropriate undergirding of policy, legitimacy of commitment and fixed responsibility for attaining agreed upon goals. It is with a broad scheme that we now want to deal; lesser schemes will be too incomplete to work.

The University of Houston/Houston Independent School District Eleventh Cycle Teacher Corps inservice program described in this discussion is a response to the concern for a systemic model for the improvement of the teaching profession.

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